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AUTHOR Marks, Diana
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ABSTRACT

The guide is intended for those planning inservice training for teachers of academically gifted students. Initial chapters focus on the characteristics and needs of academically talented students and review of research on general inservice education. The succeeding chapters detail the following steps in inservice program planning: conducting and analyzing needs assessment, determining format and locating speakers, organizing a list of participants and alternates, completing small details prior to inservice, conducting the actual inservice, evaluating the program, organizing upcoming inservices, and providing other services related to inservice programs. Among appended material are sample needs assessment forms and workshop agendas. (CL)

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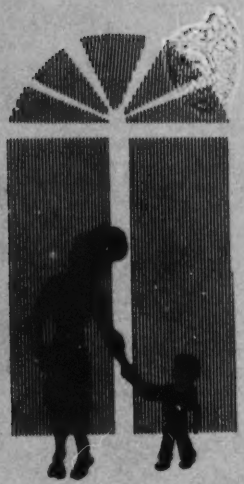

INSERVICE

a training guide for teachers of academically talented students

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NESHAMINY SCHOOL DISTRICT
BUCKS COUNTY, PA.

E.S.E.A. Title IV-C

NESHAMINY SCHOOL DISTRICT

DR. JOSEPH E. FERDERBAR
SUPERINTENDENT

MR. BERNARD G. HOFFMAN
ASSISTANT SUPERINTENDENT

DR. J. LAWRENCE HERSON
DIRECTOR OF SPECIAL EDUCATION

MR. WILLIAM J. STINGER
ASSISTANT SUPERINTENDENT

DR. GARY L. BOWMAN
DIRECTOR OF FEDERAL PROGRAMS

PROVIDING INSERVICE
FOR
TEACHERS OF ACADEMICALLY TALENTED STUDENTS

BY

DIANA MARKS

E.S.E.A. TITLE IV-C PROJECT COORDINATOR

JUNE 1, 1979

NESHAMINY SCHOOL DISTRICT
2001 OLD LINCOLN HIGHWAY
LANGHORNE, PENNSYLVANIA

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Chapter 1 - Introduction

Much has been written about gifted students. The topic of inservice has also received a great deal of attention. However, few articles can be found regarding inservice for teachers of academically talented students. Thus, when the Commonwealth of Pennsylvania mandated that by the beginning of the 1977-1978 school year all districts should implement a gifted program, Neshaminy School District found itself in quite a predicament. Neshaminy had had a program for academically talented students at some levels for several years. However, now it had to expand that program to all grades. The district had many questions, including the how and when and where of staff development. Neshaminy applied for and received a Title IV-C grant to train teachers of academically talented students.

A tremendous amount of time and effort was expended to produce worthwhile inservices for teachers of gifted students. The separate topics of general inservice and gifted education were thoroughly researched. Teachers and administrators were involved in every step of planning. A consortium composed of district staff, intermediate unit consultants, and higher education personnel provided guidance. The first inservice was held during the summer of 1977. Further inservices have been conducted; more are planned.

Gifted education has been somewhat of a step-child in the field of special education. Few people would question the need for extra services for mentally retarded children; but many feel the gifted can make it by themselves. However, statistics show that a surprising percentage of dropouts are mentally superior, and suicide among such teenagers is high.

Society has made some progress. A Council for Exceptional Children report quoted in Teaching Gifted Children (1978) states 34 states now have statutes governing the education of gifted and talented students. Ten states have administrative policies. Twenty-seven states have a person in the state department of education assigned to gifted and talented education. Another 14 states have the equivalent of a half-time person in this area. The amount of state and federal funds spent on gifted and talented education has risen, as has the number of students receiving special services. But all is not perfect yet.

In addition, teachers often attend inservices with little enthusiasm. Some teachers view inservice as being irrelevant or too abstract. Too often inservices are assembled with little thought to the needs of teachers. Consultants may or may not speak to the topic. Finally, the district may place small emphasis on inservice by allocating little or no resources to such projects.

Neshaminy School District, via the Title IV-C grant, was successful in bridging inservice and gifted education. This manual takes the reader step by step through Neshaminy's process to provide inservice for teachers of academically talented students. Chapter 2 discusses the characteristics and needs of gifted students. Chapter 3 reviews general inservice literature. Chapter 4 outlines the steps a district should follow before it is ready for inservice. Chapters 5 through 10 outline actual inservice procedures. Chapter 11 details organization of additional inservices. Chapter 12 delineates other services the coordinator can provide. Chapter 13 summarizes the manual. Ample bibliographies and appendices provide the reader with further sources.

Chapter 2 - Characteristics and Needs of Academically Talented Students

Defining a gifted child is as easy as defining a child. Society emphasizes the academically talented, but other types of giftedness exist. Calvin Taylor (1973) perceives six kinds of talent: academic, creative, planning, communicating, forecasting and decision-making. However, most experts feel there can be found some overlapping in the types of giftedness. For example, Liddle (1958) states children who are highly gifted in one of three areas (artistic, intellectual, leadership) are quite likely to be gifted in the others.

Those districts which have developed programs usually target on academics. This manual also centers around the academically talented. Interesting readings regarding other types of giftedness are Margery Thompson's "The Gifted" and the article by Catherine B. Bruch and E. Paul Torrance, "Reaching the Creatively Gifted." Both articles are listed in the bibliography.

Numerous studies have been conducted regarding gifted student characteristics. Most experts, including Gallagher (1963), feel gifted children as a group are more emotionally stable, less tense and more able to handle personal problems than average-ability children. The gifted child, according to Heyl (1958), learns more from less experience. His/her powers of perception are keener. The quality of his/her reflective thinking is such that the association of stimulus and response takes place rapidly. He/she is able to reach a higher level of proficiency than most other children with less repetitive exercise of his abilities. He/she is more easily motivated than other classmates. The student brings

more to a new situation using past experience to understand present problems. He/she has a rich fantasy life; and he/she is often not proficient in handwriting or spelling. On the whole, gifted children are taller, healthier and more advanced physically, emotionally and socially than their peers (Kellmer Pringle, 1970).

Roger Taylor (1977) lists other characteristics:

1. Longer attention span.
2. Learns to read sooner and continues to read at a consistently more advanced level.
3. More mature in the ability to express himself through the various communicative skills.
4. Asks more questions and really wants to know the causes and reasons for things.
5. Analyzes quickly mechanical problems, puzzles and trick questions.
6. Shows a high degree of originality.
7. Evaluates facts and arguments critically.

May V. Seagoe (Syphers, 1972) feels some of these characteristics can cause difficulties:

Characteristics	Concomitant Problems
1. Keen power of observation; naive receptivity; willingness to examine the unusual.	1. Possible gullibility; social rejection.
2. Power of abstraction, synthesis, pleasure in intellectual activity.	2. Occasional resistance to direction; rejection or omission of detail.
3. Interest in cause-effect relations; interest in applying concepts; love of truth.	3. Difficulty in accepting the illogical.
4. Liking for structure and order.	4. Invention of own systems, sometimes conflicting.
5. Retentiveness.	5. Dislike for routine and drill.

6. Verbal proficiency.	6. Escape into verbalism; need for special reading vocabulary; parent resistance to reading.
7. Questioning attitude.	7. Lack of early home or school stimulation.
8. Questioning of self; power of critical thinking.	8. Discouragement from self; critical attitude toward others.
9. Creativeness and inventiveness.	9. Rejection of the known.
10. Long attention span.	10. Resistance to interruption.
11. Persistent goal directed behavior.	11. Stubbornness.
12. Sensitivity; empathy; ego-involvement.	12. Need for success and recognition; vulnerability to peer group rejection.
13. High energy; alertness; periods of intense effort.	13. Frustration with inactivity and absence of progress.
14. Independence in work and study.	14. Parent and peer group pressures and nonconformity.

Such characteristics and concomitant problems can cause strife between the child and school or child and home. For example, some gifted students do not achieve to the standards some teachers set. Work may not be neat or orderly. Some gifted students may rebel against doing repetitive "busy work."

Reviewing the causes of success and failure among gifted children, Kellmer Pringle (1970) concluded the most important factors arose from those emotional elements which underlie motivation and attitude toward school. The deep and lasting influence of an enthusiastic teacher is constantly mentioned in the autobiographical accounts of pupils who have successfully developed their potential; the lack of a sympathetic teacher is mentioned by those who have felt frustration. Still more frequently the child's

favorable or unfavorable attitude is determined by the prevailing attitude in the home. Some parents seem entirely indifferent to the child's success in either school or later life.

A review of the literature related to teachers' accuracy in the identification of gifted children indicates teachers are relatively poor at this task. Estimates ranged from 10 percent to 48 percent with the median at 45 percent. Efficiency estimates also varied, though the majority of studies reported indices between 30 and 50 percent. In several studies additional information was given after the first nomination, but the effectiveness and efficiency did not improve significantly (Gear, 1976).

Chapter 3 - Survey of Literature on General Inservice

Few people doubt the need for inservice. However, few inservices meet the needs of teachers. Jack L. Brimm and Daniel J. Tollett (1974) state that few research efforts have been made to determine what kinds of inservices benefit teachers the most.

What is inservice? NEA, in 1966, compiled an overwhelming list of nineteen different types of inservices: classes and courses, institutes, conferences, workshops, staff meetings, committee work, professional reading, individual conferences, visits and demonstrations by outside parties, field trips, travel, camping, work experience, teacher exchanges, research, professional association work, cultural experiences, and community organization work. Theoretically, then, just about any experience could be counted as inservice. Bush (1971) categorized inservices into expository exhortations, demonstration teaching, supervised trials, and analysis of performance. Quite simply inservice is an attempt by teachers to become better educated and thus be better educators.

James L. Olivero (1976) feels that the main problems of inservice are:

1. Inservice is scheduled for the masses rather than tailored to the individual.
2. Inservice often takes place at the end of the day.
3. Inservice is often taught at the college level by professors who have not been in public schools for years.
4. Inservice is often supposed to provide instantaneous solutions to complex problems.
5. Inservice is often given a "cut-first" position when budgets are limited.

Lawrence (1974) studied successful inservice programs; he identified seven characteristics:

A. Individualized programs produce more change than large meetings.

B. Programs where teachers become active succeed better than ones where teachers take passive roles.

C. Demonstrations of material or technique, with supervised trial and feedback, are more successful than lectures.

D. Programs where teachers help each other outshine those in which teachers work on their own.

E. Programs which are part of an overall staff development are better than single sessions.

F. Teacher-planned programs are more successful than administration-planned activities.

G. Programs that are self-initiated and self-designed succeed.

Jack L. Brimm and Daniel J. Tollett (1974) questioned 646 Tennessee teachers. Teachers had the following concerns:

1. Most inservices should stress classroom teaching. Skills that can be applied to the classroom should be used.

2. Teachers should select the kind of inservice.

3. Teachers want individualized inservice.

4. Many teachers felt that generally inservices are not well-planned.

Olivero (1976) sums up the whole concern. "The most powerful staff development ... is a development plan prescribed by the individual educator, a growth plan unique to personal needs. Institutional growth, obviously, can take place in the same manner, the differences between the two approaches being in numbers of participants and in focus."

The newest direction has been in the area of teacher centers. Basically, a teacher center is a facility where teachers may carry out a number of activities (inservices determined by participants,

examination of materials, research or just discussion). A teacher center differs from an inservice in that teachers control the activities. Such centers are more common in England than the United States. However, the Federal government has been providing more funds for the establishment of teacher centers.

Hunter College, in 1977, established the Teacher Center for Teachers of the Gifted and Talented. The purposes, according to Feuerstein (1979), of the Center are:

1. To create a unique learning opportunity for teachers of gifted students.
2. To aid teachers in developing appropriate techniques.
3. To explore new avenues of methodology.
4. To create, via workshops, materials that help a child self-actualize.

Much material can be found on general inservice. The National Council of States on Inservice Education (123 Huntington Hall, Syracuse University, Syracuse, New York 13210) publishes regular newsletters. Two outstanding recent NCSIE publications are An Annotated Bibliography on Inservice Education and The Literature on Inservice Teacher Education. Both sources can be found in the bibliography. In addition, the National Education Association (1201 Sixteenth St., N.W., Washington, D.C. 20036) has assembled an excellent annotated bibliography.

Chapter 4 - List of Steps District Should Go Through Even Before Setting Up an Inservice

Prior to inservice a number of crucial decisions must be made by those directly concerned with the program. These questions, listed below, may be answered simultaneously or in a different order. However, all should be answered before inservice begins.

I. Several types of giftedness exist. For which gifted population does the district intend to develop a program?

II. How will the district identify these students?

III. What kind of program does the district want to establish?

IV. What are the district's objectives? What will be the philosophical basis for the program?

V. How will the district identify teachers?

VI. How will the district allocate resources?

VII. Administrators, teachers, parents and students must assume some responsibility. Who does what?

VIII. How will the district evaluate the program?

IX. Who will receive inservice?

X. How will teachers be rewarded for attending inservice?

Each of these ten questions is developed more fully in the next few pages.

If administration has answered all the questions, the inservice coordinator can go on to the next chapter. If the district has not finalized everything, the coordinator should turn to the sections where help is needed. The rest of this chapter is designed to be only a catalyst; each topic demands more research and thought.

I. Several types of giftedness exist. For which gifted population does the district intend to develop a program?

Traditionally only the academically talented have been labeled gifted. However, the term has been expanded. The United States

Office of Education lists the following types of giftedness:

Specific academic ability

Intellectual ability

Creative ability

Leadership ability

Ability in the performing and visual arts

Theoretically all types of talent should be developed, but money and space will limit the program. To decide on the population the district should answer these questions:

1. Does the state government mandate any types of programs?
2. If programs are not mandated, will the state government aid the district in the development of certain programs?
3. What kind of program does the community want?
4. What type of gifted student seems most prevalent?

II. How will the district identify the students for the program?

Multiple criteria should be used to identify students. Teacher judgment, parent recommendations and peer nomination are valid. Lanza and Vassar (1972) suggest the use of rating scales, teacher observations, anecdotal records, physical well being and emotional stability. Group achievement and ability tests, creativity measures, and individual intelligence tests should also be used. Tests abound, but good tests are hard to find.

The Philadelphia Suburban School Study Council (1965) states teachers should use checklists to identify children. The checklist might contain the following:

1. Possession of "wild" or "silly" ideas.
2. Capacity to do work that is characterized by the production of ideas "off the beaten track," outside the mold.

3. Capacity to do work that is characterized by humor, playfulness, relative lack of rigidity, and relaxation.

4. Possession of intellectual curiosity.

5. Possession of a large and picturesque vocabulary which is used accurately and with originality of expression.

6. Evidence of keen powers of analysis, synthesis, and reasoning.

7. Ability to work with abstractions.

8. Sensitivity to cultural stimuli.

9. Evidence of an outstanding degree of originality, resourcefulness, initiative, and imagination.

10. Appearance of boredom or laziness unless challenged.

11. Possession of a high capacity for self-direction.

12. Tendency to associate with those who are recognized as mentally superior.

13. Appearance of boastfulness due to positiveness of knowledge.

14. Evidence of a keen sense of personal responsibility.

15. Tendency to mature earlier than others of the same age.

16. Tendency to be stronger, healthier, taller, and heavier than the average.

17. Desire to try different ways of doing things.

18. Knowledge about many things of which other children are unaware.

19. Persistence as demonstrated by a willingness to spend extra time on the subject, the ability to withstand discomfort and to face failure and continue working.

20. Evidence of dissatisfaction with the present explanation and aspects of reality.

Worcester & Worcester (1978) fully agree to using more than one measurement. They also suggest the development of a summary sheet to organize all the information for each student. It would also allow for uniformity and consistency for selection of students.

Two good sources of additional information are: Gifted and Talented: An Identification Model (Cornelia Tongue and Charmian Sperling) and The Identification of the Gifted and Talented (Ruth A. Martinson). Both sources are listed in the bibliography.

III. What kind of program does the district want to establish?

First, administration should examine current programs. Can anything be modified? For example, can the middle school tracking system be changed?

Most likely the district will have to add to the existing program. Earl McWilliams of Bucks County Intermediate Unit has created, in an unpublished paper, a "supermarket" of available program forms. These programs can be used singularly or in combinations.

Advanced Placement - College level courses for high school students. The College Entrance Examination Board has many publications to guide in planning such courses. Students have the option of taking AP exams for possible advanced placement and/or credit in their chosen college.

Advanced Standing - Many colleges test incoming students to determine proper placement in college courses. This eliminates repetition of subject matter already mastered.

Community Resources - A variety of available people, institutions and places for enrichment within the classroom and outside the school. A resource file of these, organized for ready access, is highly recommended.

Condensed Junior High School Program - Usual three-year program is offered in two years. Variations of this appear in many cities.

Consortium - Pooling of resources of several schools so as to share potentialities for providing for their gifted. Often very helpful to small schools.

Correspondence Study - Provides opportunity for student to pursue studies in which he has high ability and interest, or to explore and sample. Curricular offerings of LEA can be extended by this type of program. Useful to small schools and in cases of unusual student interests.

Creativity Training - A relative newcomer in curriculum activities and a "must" for the gifted. Tests and training materials are appearing with increasing frequency.

Early Admission to School - A provision practiced for many years, with good results when students are carefully selected for readiness. (see note above on Acceleration)

Early Admission to College - Some colleges will accept capable students at the end of the 11th, or even the 10th grade.

Grade Skipping - An old practice. If the same safeguards are applied as in early admission to school, this may be the solution to a student's problems.

Honors Classes - A form of ability grouping by subjects. Usually provide a more challenging and intensive learning situation than regular classes.

Independent Study-Student pursues a topic of his own choice and designs his own study and research activities. Teacher's role is to counsel on procedures and assist in obtaining needed resources.

Interdisciplinary Courses - The gifted have the capacity to see the global aspects of human knowledge and can profit from this type of curriculum organization. An example is the merging of language arts, social studies and fine arts into a humanities course.

Itinerant Teacher - Where the number of gifted children in each school is small, the LEA may elect to send a teacher from building to building to provide whatever program is suitable.

"Joplin" Type Grouping - This concept of grouping students for learning according to their achievement level is familiar to all educators. In an elementary school it makes it possible for the gifted to be placed at grade level in the skill subjects of reading and mathematics.

Mini Courses - Courses in junior and senior high school which are scheduled for less than the usual full year. A recognition of the fact that not all human learning needs 180 school days for satisfactory accomplishment.

Released Time - Students allowed to leave school for educational experiences elsewhere. Most common practice is taking courses at a nearby college. Recently there have been appearing programs for outside-of-school learning in research laboratories, artists studios, theaters, museums, and apprenticeships in many vocational fields.

Resource Room - Students come to this room to use media and equipment which afford opportunities for experiences not usually possible in the regular classroom. Many enrichment programs are built on the concept of the resource room.

Scholars Program - A term used by some schools to designate honors-type courses or group of courses. May also include other provisions, such as independent study, released time, etc.

Seminar - Brings together students and experts, who share an interest in some field of human knowledge and endeavor. May be in-school or elsewhere, and is quite often an inter-school activity.

Special Interest Programs - Enrichment programs which augment the regularly scheduled classes and offer the student a chance to pursue an interest in depth, with teacher support, and to an extent not possible in his home classroom.

Special Schools - Usually found in large cities. Selective admissions permit concentration on higher levels of expectancy, challenge and achievement.

Summer Programs - Both enrichment and acceleration are provided in many summer activities. The only difference is in the time of scheduling. (This is also true of after-school and Saturday programs.)

Teacher-Consultant - A master teacher who visits the gifted in their schools to provide individual enrichment services and who is available to assist classroom teachers in their efforts to meet the needs of the gifted in their class.

Tutoring - A one-to-one approach to teaching the gifted, often used where there is no other student with the same interests and needs. Sometimes the roles are reversed, and the gifted students serves as a tutor to another student.

Ungraded Classrooms - The equivalent of the traditional one-room-school organization for learning, where the individual student moves ahead at his own pace, sharing each subject activity with those in the room who are at the same level of achievement and need, regardless of number of years in school or chronological age.

Ronald Gossman and George Schauer have analyzed, in an unpublished paper, several program concepts.

PROGRAM ALTERNATIVES FOR THE MENTALLY GIFTED

Program Plan	Benefits	Further Considerations	Class Size
1. Full Time Classes	1. All gifted students at a given grade or age level or range will be included for maximum 180 day attention. 2. Larger class size possible (10-20). 3. Can be conducted administratively the same as any other full time class. 4. May easily telescope learning time by permitting acceleration and early graduation.	1. Flexibility in scheduling needed to permit gifted opportunities to interact in school settings with non-gifted. 2. May require transportation to a school away from home attendance center--for this and other reasons may not be economical for small population of gifted.	10-20

Program Plan	Benefits	Further Considerations	Class Size
2. 50% Time Classes	1. Basic academic subjects can be only aspect of program. 2. Non-gifted students do not compete in basic subjects with gifted. 3. Gifted students can proceed at their own pace. 4. Gifted have 50% of time with other non-gifted students.	1. Grade levels can be combined and/or grouping can be done by ability levels. 2. One teacher of gifted could serve one class mornings and another class afternoons.	9-18 Elem. 10-20 Sec.
3. Part-Time (Seminars)	1. Permits gifted to choose areas of personal interest for in-depth study. 2. Experts in field can concentrate on students with keen interest. 3. Eases transition between high school and college/university.	1. Usually applicable at secondary level. 2. Local colleges may develop course of study. 3. Would require close cooperation between participating districts. 4. Need for an individual coordinating activities (Local and/or Intermediate Unit).	5-10 Elem. 8-15 Sec.
4. Part-Time (Itinerant) Gifted Teacher Travels	1. Permits grouping of small numbers of gifted with intellectual peers. 2. Students may pursue a regular class topic which is narrow in scope in great depths, or pursue personal interests. 3. May provide rural areas with gifted service not possible in other ways.	1. Must include close interaction between regular class teacher and special class teacher--often difficult because of teacher travel. 2. Adequate room and storage space required in each school served. 3. Will likely require 20% school week or 300 minutes per week per student.	5-10 Elem. 8-15 Sec.

Program Plan	Benefits	Further Considerations	Class Size
5. Part-Time (Enrichment) Gifted Teacher Does Not Travel	1. Permits grouping of small numbers of gifted with intellectual peers. 2. Students may pursue regular class topic which is narrow in scope, in great depth, or pursue personal interests. 3. May include a variety of professionals as enrichment teachers; principals, guidance counselors, librarians, as well as special teachers of the gifted.	1. Must include close interaction between regular class teacher and special class teacher. 2. Oasis which minimizes boredom and frustration by gifted must not degrade regular class offerings, but serves to enhance them. 3. Will likely require 20% school week or 300 minutes per week per student.	5-10 Elem. 8-15 Sec.
6. Individualized Independent Study (Research)	1. May be combined with peer group experience and take advantage of resource rooms, etc. 2. Permits students to progress through the various levels of a thinking hierarchy. (Bloom's Taxonomy). 3. Emphasizes Superior finished product. 4. Capitalizes on student interest.	1. Flexible scheduling, especially with library time and materials, is crucial. 2. Must include supervision. Students should not feel deserted once under way. 3. Field trips and extra materials and resources must be anticipated. 4. Students may choose controversial topics or come to unexpected conclusions.	8-15 per advisors
7. Individualized Independent Study	1. Taps community, business, and influential leaders. 2. Provides opportunity for non-utilized ex-retirees, housewives and hobbyists to lend expertise to those that can most profit.	1. Release time must be provided. 2. Public relations extremely valuable. 3. School district professional must be given time to coordinate program.	Individual (One-to-one)

Program Plan	Benefits	Further Considerations	Class Size
	3. Important one-to-one relationships are formed.		
8. Individualized Independent Study (Consultative Service)	1. Experts can be scheduled at their convenience. 2. Large numbers of gifted can be served. 3. May serve to develop regular class provisions for the gifted. 4. May get around parent and teacher concern at primary level which resists special gifted grouping.	1. May not meet minimum level of service for special education funding. 2. Some regular class teachers may not cooperate with consultive plan.	5-10 per advisor (elem.) 8-15 per advisor (sec.)
9. Resource Rooms	1. Centralizes location of special equipment and materials. 2. Permits flexibility in scheduling students at times convenient with other school classes and activities. 3. A variety of groupings is possible. 4. Students may pursue a regular class topic which is narrow in scope, in great depth, or pursue personal interests.	1. Initial expense of setting up resource room may be prohibitive. 2. Many materials will be consumable items and will need to be replaced year after year. 3. May serve several schools, or possibly more than one district.	5-10 Elem. 8-15 Sec.
10. College Level Classes Higher Education Setting	1. Outside the school environment. 2. Able to select high interest(s) areas. 3. Associate with college level instruction. 4. Associate with community leaders.	1. Would require transportation of participants. 2. Would require unique scheduling.	N/A

Program Plan	Benefits	Further Considerations	Class Size
11. Multi-District Classes	1. Districts having limited number of qualified students may group, allowing for larger classes. 2. More college level classes may be offered. 3. Qualified teachers may be selected.	1. Must require close coordination between participating districts. 2. Would require transportation of students between attendance centers.	N/A
12. Local District Classes	1. Can be conducted administratively the same as other scheduled classes. 2. Would not require transportation. 3. Possibly more consistent with Basic School Curriculum.	1. Dependent upon number of qualified students may result in very small classes. 2. Qualified teachers may not be available. 3. Additional preparation time for instructors.	N/A

IV. What will be the philosophical basis for the program? What are the objectives?

No teacher enjoys hearing the sound of a saw as he/she sits out on a limb. Program objectives should be clearly stated and should serve the needs of the gifted. The district should decide whether the program will incorporate remediation and basic skills as well as enrichment and/or acceleration. After much deliberation, Neshaminy School District developed five objectives:

1. Insure development and extension of basic skills.
2. Increase understanding of self and others.
3. Relate classroom experiences in real life situations.
4. Develop an awareness of culture in society.
5. Extend creative thought processes.

All activities are keyed to these goals. Both remediation and enrichment are provided.

In addition, the district should develop a theoretical foundation for a program. Three leading theories stand out.

Bloom (1956) developed a taxonomy of learning behaviors. The lowest level is knowledge. The other levels, increasing in difficulty, are recall, application, analysis, synthesis and evaluation. The gifted student should spend the majority of his/her time developing the higher learning levels.

Recall: The student recalls or recognizes information. (knowledge/comprehension)

Application: The student solves a life-like problem that requires the identification and use of knowledge gained.

Analysis: The student studies a problem in the light of conscious knowledge of its parts and their relationships.

Synthesis: The student solves a problem that involves original, creative thinking.

Evaluation: The student makes a judgment of good or bad, right or wrong, according to standards he designates, and as a result of logical thinking steps.

J. P. Guilford (1967) sees intelligence as a composite of many different abilities. He compares intelligence to a cube. One dimension displays operations, activities an organism does in the processing of information. Five operations have been found.

1. Cognition (C): Discovery, awareness or recognition of information in its various forms.

2. Memory (M): Fixation of newly gained information in storage.

3. Divergent production (D): Generation of alternatives, emphasizing variety, quantity, and relevance to the stimulus.

4. Convergent production (N): Generation of conclusions, emphasizing the most unique or most efficient outcomes.

5. Evaluation (E): Comparing and making judgments concerning criterion satisfaction.

Another dimension lists contents, broad, basic areas of information. Four kinds of content exist.

1. Figural (F): Information in concrete form, perceived in the form of images. Most sense modalities may be involved.

2. Symbolic (S): Information as denotative signs.

3. Semantics (M): Information as concepts or mental constructs to which words are often applied; most often used in verbal thinking and verbal communication.

4. Behavioral (B): Information of human interaction, where attitudes, needs, desires, intentions, and thoughts of others and self are involved.

Operations and contents work together on the six products.

1. Units (U): Relatively segregated "chunks" of information.

2. Classes (C): Sets of items of information grouped by common properties.

3. Relations (R): Connections between items of information based on variables that apply to them.

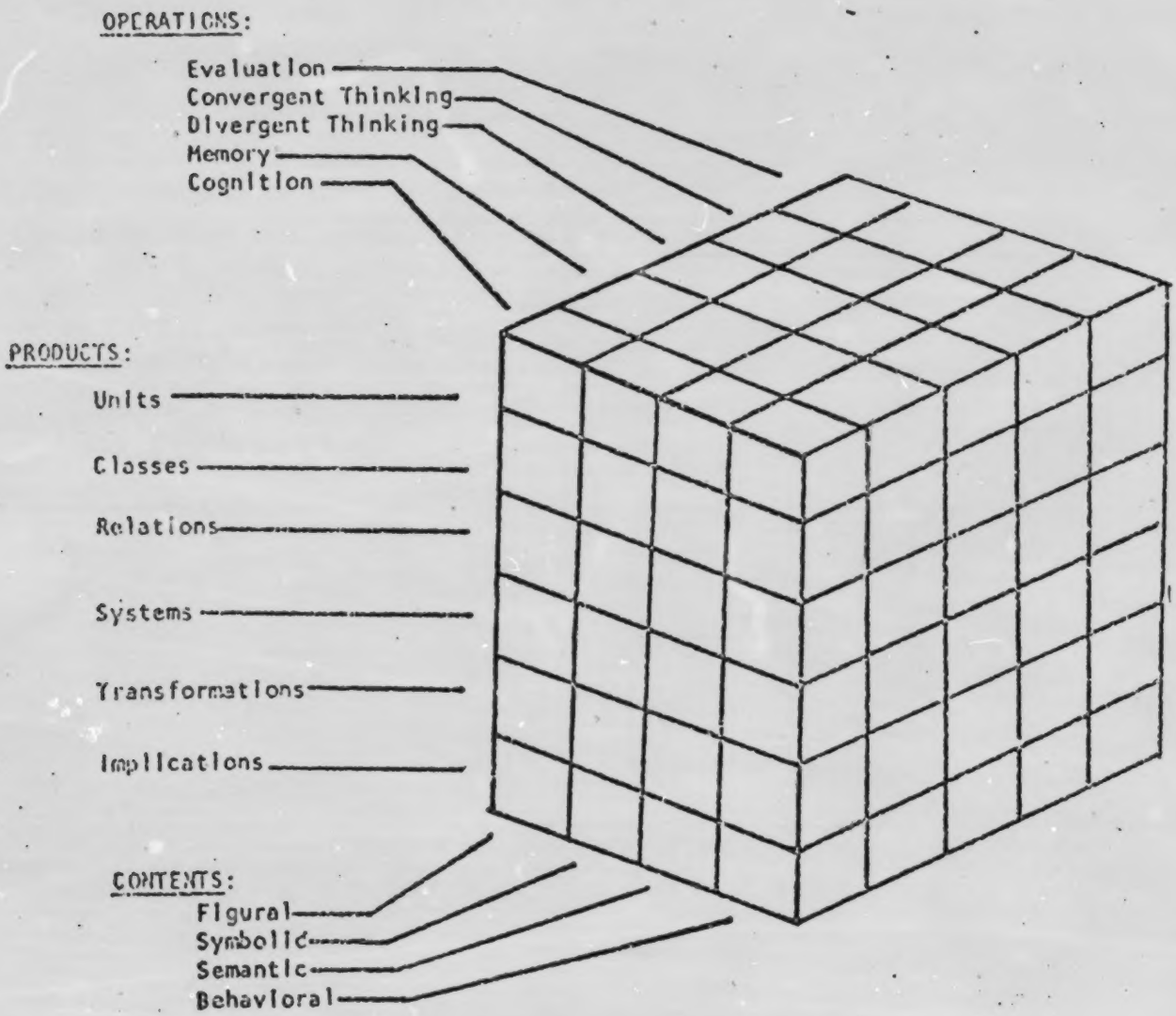
4. Systems (S): Structured organizations of items of information.

5. Transformations (T): Redefinitions, transitions or modifications in existing information.

6. Implications (I): Predictions for the future.

The following page puts Guilford's theory into a visual form.

STRUCTURE OF INTELLECT

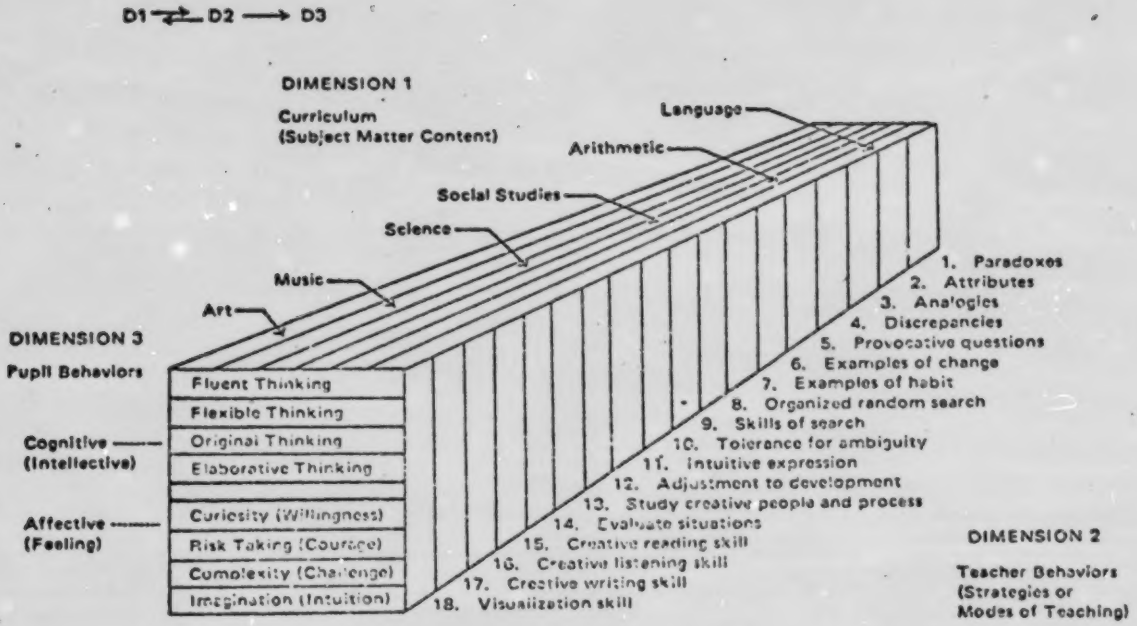


Frank Williams (1970) has also developed a three dimensional model. Dimension one lists subject-matter areas of a conventional curriculum. Any possible subjects could be substituted. Dimension two lists 18 strategies which teachers can employ. Finally, Dimension three lists eight processes of divergent thinking and feeling. These processes are seldom stressed in existing education, and demand further explanation.

PRODUCTIVE-DIVERGENT PUPIL THINKING BEHAVIORS

Fluent Thinking:	The student generates a quantity of ideas, questions, inventions.
Flexible Thinking:	The student generates many different categories of ideas and questions.
Original Thinking:	The student produces novel, unusual or unique ideas.
Elaborative Thinking:	The student embellishes or stretches ideas, makes explorations.
Curiosity:	The student develops the ability to seek out, inquire and explore.
Imagination:	The student desires to dream about things that have never happened.
Complexity:	The student copes with gaps, inconsistencies and discrepancies.
Risk-taking:	The student likes to guess, be different, try new things, set high standards and goals for himself.

Most of Neshaminy School District's teachers adopted Bloom's Taxonomy for critical thinking skills and the Williams model for creative development. Teachers keyed activities to these theories. Overall district agreement benefits the program because teachers can aid each other in unit development. Also, students experience uniform growth as they move from one level to another.



A Model for Implementing
Cognitive-Affective Behaviors
in the Classroom

V. How will the district identify teachers?

Many studies regarding the characteristics of teachers of gifted students have been conducted. So many have been done, in fact, that people have made studies of the studies.

Gallagher (1964) lists some of the qualities a teacher of gifted students should have: good health and physical superiority; versatility of interests; creativeness and originality; unusual proficiency in teaching subjects; participating member of the community; clear and consistent philosophy of education; knowledge of theories of learning; and abundant physical energy. Bishop (1968) found successful teachers were more interested in

literature, the arts and culture. They had high personal needs and were seeking their own intellectual growth through teaching. They tended to be student-centered.

Bruce O. Boston (1975) adds more characteristics:

1. Highly intelligent
2. Flexible and creative
3. Self confident
4. Has a wide variety of interests
5. Sense of humor
6. Fairness, firmness, patience
7. Sympathy for problems of the gifted
8. Clear, self understanding
9. Enthusiasm for teaching
10. Willingness to be a "learning facilitator" rather than a "director of learning."
11. Loves learning
12. Not "uptight" or defensive.

The teacher of gifted children must also be able to work closely with parents and other teachers as well as children.

James L. Bray (1979) feels teachers of the gifted and talented should be gifted and talented themselves. Gifted teachers should be educational risk takers. They should be more concerned about theories than facts. They should be more divergent than convergent in their thinking processes. Gifted teachers should care about process more than product. They should be multi-disciplinary.

E. Paul Torrance (1965) says, "...teaching gifted children requires the most sensitive and alert kind of guidance and direction possible. It requires a most receptive type of listening, seeing,

and feeling. The teacher of gifted children should himself be fully alive, well educated, curious and excited about learning and free of hostility and the pathological need to punish."

VI. How will the district allocate its resources?

A new program needs money and space. Here are some considerations:

1. Working in a closet or in the hall is not fun.
2. An itinerant teacher moving from building to building causes problems:
   a. Loss of teaching time because of travel time.
   b. Getting to know multiple staffs.
   c. Carting materials from place to place.
   d. Not being in the right place in a moment of crisis.
3. Teachers of gifted students need time to meet together to share accomplishments and problems.

VII. Administration, teachers, parents and students will assume some responsibility. Who does what?

A written document listing each group's responsibilities is necessary. Considerations to be included in the document are:

1. What support services does administration provide, such as duplicating materials, doing state and federal paperwork, helping with IEP's, etc.?
2. Suppose a resource room approach becomes the district's program. Is the resource room teacher responsible for individual remediation as well as enrichment?
3. Who writes the IEP's?

4. How can the parents help?
5. How do parents admit and remove their students from the program?
6. Suppose a child does not like the program. What can he/she do?
7. A teacher of gifted children may be a part of special education. Thus the teacher reports to a building principal as well as to the director of special education. What are the lines of communication and what is the chain of command?

VIII. How will the district evaluate the program?

Evaluation of any kind of educational program becomes hard. A gifted program becomes even more difficult. A comparison group may not be identifiable. Since most gifted students do very well on tests, proof that the program is the catalyst is hard to come by. Part time programs cannot take all the glory for growth.

Evaluation should be ongoing, through both formative and summative assessment. Many standardized measures are available for utilization. One good source of test information is CSE-RBS Test Evaluations (1972).

Questionnaires to administration, teachers, parents, and students must certainly be involved in the evaluation process. In this regard, Neshaminy School District adopted ten evaluation questions:

1. To what degree does the program provide the student with remediation, mastery, and acceleration of basic and specialized skills?
2. To what extent do students develop self understanding and self awareness, to recognize their own strengths, weaknesses and potential?
3. What are the attitudes of students, school personnel and parents toward the program?
4. What is the cost effectiveness of the program?
5. Are the students developing higher cognitive level thinking skills?

6. Are the students in the A.T. program developing skills to demonstrate creativity?
7. To what extent do students interact effectively with peers?
8. To what extent do students exhibit independence in learning and utilize independent working skills?
9. To what extent do students show increased interests, knowledge and appreciation of the arts?
10. To what extent do students demonstrate curiosity in exploring new interests.

Then Neshaminy began to search for possible ways of measuring each question. Experts in evaluation were consulted, and the data files of Educational Testing Service were searched. Tests were examined. A list of possible tests was assembled. Specimen kits were ordered and scrutinized. Teachers developed their own instruments and modified other tests. Due to time and money considerations, the group eliminated several questions. Everyone agreed to the methods of evaluating the remaining questions, and materials were ordered. A time line was assembled, and the evaluation process began.

IX. Who will receive inservice?

This question is not so easy to answer. The district must make some decisions.

1. Unless all the gifted classes are self-contained, regular teachers will also be working with gifted students. Will the regular teachers receive inservice too?
2. Suppose the district announces an up-coming inservice, and applicants exceed slots. How will the participants be chosen? Several alternatives become available here. First, the applicants could be chosen at random; but this method may mean that not every school will be represented. Teachers of gifted

students or the coordinators may suggest. However, the final roster should include teachers who will share their information with others and who will try to apply what they learned.

3. Administrators might also benefit from inservice. S.P. Marland (1971) found in a national survey that nearly 60 percent of elementary and secondary school principals said they had no gifted pupils in their schools.

X. How will teachers be rewarded for attending inservice?

Many district contracts specify what remuneration teachers receive for attending inservice. Mike Van Ryn and Charles Santelli (1977) list the following reward structures.

1. Released time. Teachers would be released during the school day with substitutes or community resources replacing them.
2. Stipends. Teachers may be paid by the hour or per workshop.
3. Integrated Program. Inservice days are incorporated into the school calendar.
4. Integrated Salary Increments. Salary increments are based in part by participation in inservice as well as years of teaching.
5. Inservice Fiscal Benefits. A time restriction may be placed on inservice money. For example, the district may award a certain dollar amount for a three-year period rather than "forever."
6. "Banking" credits. Rather than being paid actual money, teachers receive "credit dollars." These "dollars" could be used for paraprofessional assistance, more instructional material, substitute time, or other arrangements agreed to by all concerned.
7. Intangible Incentives. These incentives include: a student teacher, local press coverage of teacher accomplishments, conference attendance and extra visitation days.

Chapter 5 - Conducting and Analyzing Needs Assessment

The inservice coordinator's basic function is to identify teachers' needs and then to locate the resources to deal with their needs. Figure 1 details the steps toward organizing an inservice. Lorraine Hertz (1977) also lists these steps. She even indicates how many days prior to inservice each event should occur.

The most common complaint regarding inservices revolves around the feeling that topics are not relevant. Locating teachers' needs means tedious, laborious work. However, a needs assessment far outweighs any other element of an inservice.

An inservice coordinator must remember that he/she does not know better than the teachers. Should the coordinator not agree with the teachers, he/she should still provide the inservices teachers want. Teachers usually desire ideas and activities they can put to use right away. They had enough theory in college and graduate schcol. After teachers have had some inservice regarding practical activities, they may then be ready for theory.

A needs assessment can range from very simple to fairly sophisticated. Neshaminy's form follows this discussion. Other forms can be found in Appendix 1.

A needs assessment should never be merely handed to a teacher. Communication between people works better than communication between pieces of paper. Prior to conducting the needs assessment, teachers should somehow be informed of the form and focus of the gifted program. Should teachers not know about the program, prior to the needs assessment meeting, they will spend most of their time discussing the program rather than the inservice. Speakers at faculty meetings, newsletters, and large teacher assemblies can keep teachers up to date on the new program.

The inservice coordinator should personally conduct the needs assessments with small groups of teachers in every building involved. That may mean returning to the same building several times to meet with all the various teams. It may mean eating three lunches a day to see all the teachers. The inservice coordinator should dialog with teachers and take notes. One group consensus on important topics is better than several individual preferences. The inservice coordinator should be willing to add topics to the list. Teachers should also decide when the inservice will be held.

The inservice coordinator can tabulate the results by simply counting the number of votes for each topic.

Administrators should also discuss their preferences for teachers. Administrators should be invited to all the sessions; they should have a good understanding of the AT Program and its goals.

Figure 1

Steps in Organizing an Inservice

Neshaminy School District
A.T. Program

Possible Inservice Topics
Teacher Preferences

Please rank the following ten major topics in order of importance from 1 to 10.

_____ AT student characteristics and needs (emotional, physical, social and intellectual)

_____ Diagnostic assessment of AT students

_____ Techniques for meeting the needs of AT students (enrichment, extension, acceleration and remediation)

Learning centers
Use of audiovisual media
Values clarification
Constructing individualized learning programs
Tapping and sharing creativity and talent
Critical thinking skills
Simulations and game design
Contracts and independent study

_____ Evaluation of AT students' progress

_____ Teaching to higher levels of thought process

_____ Motivating the underachieving AT students

_____ Writing IEP's

_____ Role of classroom teacher, role of consulting teacher and how to best use the talents of each other

_____ Differentiating and adapting the curriculum for the AT student

_____ Using community and school resources

Chapter 6 - Determining Format and Locating Speakers

Determining the teachers' needs ranks first in priority. However, vying for place and show are the inservice format and the topic speakers. Regarding inservice format, the coordinator must make some decisions.

1. Should the inservice run for several consecutive days or be held intermittently throughout the school year? Can both be done?
2. When should a summer inservice take place? Summer inservices can be held right after the school year is over. However, everyone is tired. Mid-summer inservices have seldom succeeded because many people are out of the area. Summer inservices can be held just prior to the start of the school year, but that affords little time to put into action the inservice topics. No summer inservice is perfect. Summer inservices should usually be conducted during the mornings only.
3. Should after school inservices be conducted? After school inservices do not win popularity contests because most people are tired. An after school inservice should run two to three hours.
4. Can released time be made available? Teachers look forward to released time. A break in the routine is pleasant; teachers are refreshed.
5. What topics hold priority? Usually a number of topics are important to teachers. The inservice coordinator must decide between presenting several topics with little depth or a couple topics with much detail. Teachers just beginning to learn

about gifted children and the new program usually prefer several topics to give them an overview. Later they can request other inservices with time devoted to a single issue fully explained.

Neshaminy School District began its gifted inservice program by conducting a four-day summer workshop. The first inservice was set up specifically for the newly designated full-time AT teachers. These educators indicated they wanted knowledge in the areas of IEP construction, resource room establishment, and materials preparation. The dates were July 18 to 21, 1977.

Neshaminy decided to concentrate the second series of A.T. inservices on middle school and elementary school teachers. The inservice coordinator met with almost all elementary and middle school teachers who work with gifted children. The needs assessments were analyzed. The majority of teachers wanted the inservice to be held just prior to the following school year. They wanted an overview of several topics rather than a concentration on only a couple topics. They wanted time to share ideas and generate materials.

Therefore, the inservice was scheduled for August 22 to 25, 1977. It ran for four mornings. The first three mornings were devoted to speakers. Almost half the speakers came from within the district. The last day saw the development of materials.

Both regular and AT teachers received inservice. All AT teachers attended the workshop. Almost all middle school regular teachers were able to go. At least three regular teachers from each elementary building came. Space and funds limited the number of teachers. The details regarding that inservice can be found in Appendix 2.

Suppose the inservice coordinator cannot present the material. The coordinator must then find a speaker. Consultants must be carefully chosen, as so-called experts can really destroy an inservice. Theoretically the speaker should tailor his/her presentation for the district. Sometimes, however, he/she merely pulls something from the files. Then what the coordinator and consultant agreed should be done is not done.

Good consultants are available, but the coordinator must take the time to find them. The coordinator should:

1. Check the universities in the area. Courses may be offered in gifted education. If the coordinator is considering a certain professor, he/she should sit in on a class. The professor may also be able to cull up names of students or other sources who could also act as consultants.
2. Check within the district. Existing teachers of the gifted know their subject, the district and many staff members. They can be excellent people.
3. Attend conferences and other inservices. The coordinator should note the quality of speakers. The coordinator should ask the participants if they can provide other names.

Once the coordinator has chosen a speaker, he/she should meet with that person. They must address three concerns:

1. Is the person available for the time the district needs him/her?
2. The two parties must agree on money and expenses.
3. They should outline the presentation. The coordinator should stress to the person he/she must stick to the topic. They should discuss handouts and activities, and they should agree to a session agenda. Then the coordinator should send each participant

a copy of the agenda prior to the inservice.

The coordinator may want to hire a national leader in gifted education to address a group of teachers.

Important leaders in gifted education establish good introductory feelings toward a program. However, they can be expensive. Should the coordinator hire a national expert, a brief synopsis of the individual should be prepared. The names of experts in gifted education may not be known to regular teachers.

Chapter 7 - Organizing List of Participants and Alternates

Finding participants was briefly discussed in Chapter 4. The basic goal of the coordinator should be to have every building represented. Furthermore, participants should express positive feelings regarding the gifted program both prior and after the inservice. Such participants should be willing to share with other teachers what they learn.

The coordinator should fully advertise the coming inservice. The coordinator should:

1. Publish a newsletter outlining the workshop and give a copy to each potential participant.
2. Ask principals to discuss the inservice at the next faculty meeting.
3. If possible, visit each building as he/she did during the needs assessment.

Potential interested participants may exceed the number allowed for the inservice. Somehow the list of participants has to be formed. Teachers may be chosen randomly. The principal can choose among interested candidates. The coordinator can choose. Teachers of gifted children can recommend participants.

In any case, alternates should also be identified. If a summer inservice is planned, the coordinator should remember to get everyone's summer address and telephone number.

Each teacher should receive a confirmation slip, denoting time and place. An inservice agenda should follow as soon as possible.

Chapter 8 - Completing Small Details Prior to Inservice

The few days prior to inservice can be hectic. However, attention to detail can make or break an inservice. Therefore a checklist is here provided to remind the coordinator.

Details pertaining to consultants.

The inservice coordinator should:

1. Call consultants to remind them of the inservice and to see whether new concerns have come up.
2. Send maps of route and/or building to consultants.
3. Prepare checks or invoices for speakers.
4. Check to see if each speaker wants the room arranged in a special way.
5. Prepare handouts if the coordinator is responsible for them.

Details pertaining to participants.

The inservice coordinator should:

1. Call the participants to remind them of inservice.
2. Send copies of agendas to participants prior to inservice.
3. Have extra copies of agenda on hand.
4. Provide notebooks so that participants can organize information and handouts.

Details pertaining to facilities.

The inservice coordinator should:

1. Reserve rooms.
2. Make sure rooms are clean.
3. Make sure coffee will be on hand. Two cups per person should be the minimum. Cups, napkins, sugar, cream, and artificial sweetener should abound.
4. Locate nearest restrooms. Make sure restroom signs are plainly visible.

5. Hang signs to mark proper building entrance and rooms being used.
6. Have water on hand for speakers.
7. If smoking is permitted, provide ashtrays.
8. Arrange furniture so that everyone can see each other. Circular arrangements provide a relaxed, friendly atmosphere.
9. Notify the building janitor and secretary that there will be an inservice. Important messages may come in. Speakers or participants may need directions to arrive at the right room. The janitor and/or his keys may be needed.
10. Often music is piped through a building. Make sure the music is cut off.
11. Have paper and pencils available.
12. If a display of materials is to be offered, prepare the room.
13. Have AV equipment ready. Check all equipment to make sure everything works.
14. Have handouts out in plain sight.
15. Check building temperature.
16. If the season dictates, have a place for coats or rainwear.
17. Check to see if the parking lot can accomodate everyone.

Details pertaining to coordinator

The inservice coordinator should:

1. Make sure administrators are aware of inservice, the dates, location and purpose.
2. Prepare introductory speeches regarding speakers.
3. Make name tags for key people
4. Design some form of participant attendance checklist.
5. Bring a good camera and plenty of film.
6. Try to relax.

Chapter 9 - Conducting Actual Inservice

If the inservice coordinator has done all the preliminary work, the actual inservice should flow smoothly. The coordinator should remember to take pictures. He/she should spend a few minutes with the speaker prior to the session. He/she should be ready to listen to complaints ranging from the coffee is too hot to the chairs are uncomfortable to the coffee is too cold. He/she should take some form of attendance.

Actually, the coordinator may be too busy to really listen to the speaker. Therefore someone should get a copy of all the handouts for the coordinator. Each participant should evaluate the inservice before he/she leaves.

Chapter 10 - Evaluating Inservices

Much thought should be given to a method of evaluating the inservice. Theoretically, the best measure of evaluation would be to observe teachers to see if they are applying what they learn. This method, of course, produces problems. However, Thomas P. Fitzgerald and Richard M. Clark (1974) feel that teacher self-ratings, along with other rating sources, can determine behavioral changes generated through an inservice program.

The usual method of inservice evaluation is a paper-and-pencil instrument filled out at the end of each session. Several general inservice evaluations may be found in Appendix 3.

Neshaminy School District adapted an evaluation first assembled by Howard P. Alvir (1975, 1976), who has researched inservice evaluation thoroughly. His final evaluation forms can be found in ED 109 080 or ED 120 222 of the ERIC System. Alvir breaks the evaluation into three components - objectives and needs analysis, resources and activities analysis, and practical applications. He then determines a grand total. Questions from the three components are mixed together throughout the evaluation.

Neshaminy modified Alvir's model in several ways. Some questions were deemed unnecessary. In addition, his questions were answered by a limiting yes or no response. A one through five continuum was substituted, and some questions were revised to fit the continuum. Questions were added so that teachers could list the inservice strengths and weaknesses. Since Neshaminy wanted to generate a list of future inservices, a question in that order was also added. The forms can be found at the end of this chapter.

A short form was made for a one-day inservice, and a longer form was assembled for multi-session inservices. Teachers should always receive the forms at the beginning of each session, because they can make mental notes prior to evaluation time.

The tally sheets for the forms follow the forms. Both number and percentage should be calculated.

NESHAMINY SCHOOL DISTRICT

INSERVICE EVALUATION- TEACHERS OF ACADEMICALLY TALENTED CHILDREN

Directions: The following are statements regarding the inservice. Circle your reactions to the statements according to the five point rating scale. The number one signifies you strongly disagree with the statement; the number three indicates you are undecided, five means you strongly agree.

		Strongly Disagree		Undecided		Strongly Agree
1.	I was made aware of the workshop objectives before I came to the workshop.	1	2	3	4	5
2.	The workshop objectives were clearly stated.	1	2	3	4	5
3.	The workshop objectives were related to my teaching concerns.	1	2	3	4	5
4.	The workshop activities were appropriate for meeting the stated objectives.	1	2	3	4	5
5.	Most of this workshop centered around material that was interesting, challenging, and usable.	1	2	3	4	5
6.	This workshop should be held again with the same objectives for another group of Neshaminy teachers.	1	2	3	4	5
7.	I would like another workshop regarding these topics but at a more advanced level.	1	2	3	4	5
8.	This workshop had some components which were unique and innovative.	1	2	3	4	5
9.	Most of the scheduled workshop activities made good use of the time available.	1	2	3	4	5
10.	Most presentations were well organized.	1	2	3	4	5
11.	Most workshop personnel (speakers, presenters, and resource persons) provided the kind of information, expertise, creativity and communication skills I expected.	1	2	3	4	5

		Strongly Disagree		Undecided		Strongly Agree
12.	Most sessions offered stimulating or new material.	1	2	3	4	5
13.	My questions were dealt with satisfactorily.	1	2	3	4	5
14.	Instructional resources were appropriate, adequate and available for achievement of workshop objectives.	1	2	3	4	5
15.	There was evidence of good administrative practice in leadership and supervision on the part of the workshop coordinator.	1	2	3	4	5
16.	The physical environment was adequate as far as lighting, ventilation, parking, and other such things were concerned.	1	2	3	4	5
17.	This workshop helped sensitize me to the needs of the gifted.	1	2	3	4	5
18.	The workshop content was practical and useful in helping differentiate classroom instruction.	1	2	3	4	5
19.	Reasonable progress for working with AT children was made by me individually towards meeting the objectives of the workshop.	1	2	3	4	5
20.	I had a chance to provide feedback to the workshop staff.	1	2	3	4	5
21.	The things I learned at this workshop will help my AT students this coming year.	1	2	3	4	5
22.	Overall, this workshop was a worthwhile and valuable experience.	1	2	3	4	5

Please list the three inservice topics that were most beneficial.

1.

2.

3.

Please list five specific benefits you received at this workshop.

1.

2.

3.

4.

5.

Please list any changes you would suggest if the same workshop were to be held again for different participants.

1.

2.

3.

What future services or inservice topics would you like the project coordinator to provide?

1.

2.

3.

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

INSERVICE EVALUATION - TEACHERS OF ACADEMICALLY TALENTED CHILDREN

Directions: The following are statements regarding the inservice. Circle your reactions to the statements according to the five point rating scale. The number one signifies you strongly disagree with the statement; the number three indicates you are undecided, five means you strongly agree.

Topic _____

Date _____

	Strongly Disagree		Undecided		Strongly Agree
	1	2	3	4	5
1. I was made aware of the workshop objectives before I came to the workshop.					
2. The workshop objectives were clearly stated.					
3. The workshop objectives were related to my teaching concerns.					
4. The workshop activities were appropriate for meeting the stated objectives.					
5. Most of this workshop centered around material that was interesting, challenging, and usable.					
6. This workshop should be held again with the same objectives for another group of Neshaminy teachers.					
7. I would like another workshop regarding these topics but at a more advanced level.					
8. This workshop had some components which were unique or innovative.					
9. Most of the scheduled workshop activities made good use of the time available.					
10. Most presentations were well organized.					

	Strongly Disagree 1	2	Undecided 3	4	Strongly Agree 5
11. Most workshop pensonnel (speakers, presenters, and resource persons) provided the kind of information, expertise, creativity and communication skills I expected.					
12. Most sessions offered stimulating or new material.					
13. My questions were dealt with satisfactorily.					
14. Instructional resources were appropriate, adequate and available for achievement of workshop objectives.					
15. There was evidence of good administrative practice in leadership and supervision on the part of the workshop coordinator.					
16. The physical environment was adequate as far as lighting, ventilation, parking, and other such things were concerned.					
17. This workshop helped sensitize me to the needs of the gifted.					
18. The workshop content was practical and useful in helping differentiate classroom instruction.					
19. Reasonable progress for working with AT children was made by me individually towards meeting the objectives of the workshop.					
20. I had a chance to provide feedback to the workshop staff.					
21. The things I learned at this workshop will help my AT students this coming year.					
22. Overall, this workshop was a worthwhile and valuable experience.					

NESHAMINY SCHOOL DISTRICT

INSERVICE EVALUATION-TEACHERS OF ACADEMICALLY TALENTED CHILDREN

Directions: Please circle your reactions to the following statements according to the five point rating scale. The number one signifies the inservice was poor, three satisfactory and five outstanding.

	poor		satis-factory		out-standing
1. Most of this inservice centered around material that was interesting, challenging and usable.	1	2	3	4	5
2. The presentation was well organized.	1	2	3	4	5
3. My questions were dealt with satisfactorily.	1	2	3	4	5
4. The inservice activities made good use of time and space.	1	2	3	4	5
5. The workshop content was practical and useful in helping differentiate classroom instruction for the gifted.	1	2	3	4	5
6. Overall, this workshop was a worthwhile and valuable experience.	1	2	3	4	5

7. Please list three specific benefits you received at this workshop.

   1.

   2.

   3.

8. Please list any future changes you would suggest if the same workshop were held again for different participants.

   1.

   2.

   3.

Topic _____ Date _____

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

EVALUATION - INSERVICE FOR TEACHERS OF ACADEMICALLY TALENTED STUDENTS

SPEAKER: GROUP: TOPIC:

Directions: Please circle your reactions to the following statements according to the five point rating scale. The number one means you strongly disagree, number three means you are undecided and number five means you strongly agree.

		Strongly Disagree 1	2	Undecided 3	4	Strongly Agree 5
N=	1. Most of this inservice centered around material that was interesting, challenging and usable.					
N=	2. The presentation was well organized.					
N=	3. My questions were dealt with satisfactorily.					
N=	4. The inservice activities made good use of time and space.					
N=	5. The workshop content was practical and useful in helping differentiate classroom instruction for the gifted.					
N=	6. Overall, this workshop was a worthwhile and valuable experience.					

Chapter 11 - Organizing Next Inservices

One inservice regarding teaching gifted children will not suffice. Those original participants should receive follow up inservice. Other teachers may also opt for a session. Therefore, the inservice coordinator should organize additional inservices.

The original inservice participant evaluations provide the keys to further topics. The last few questions should deal with the inservice strengths and weaknesses. The form should also provide a place to list further inservice topics. The inservice coordinator can tabulate the results and look for patterns.

The inservice coordinator could also repeat the original session for new participants. The coordinator could deal with several of the first inservice topics and go into much greater detail. Finally, the inservice coordinator could visit the schools again to speak to groups of teachers.

The following lists the additional inservices Neshaminy School District teachers have experienced:

Individualizing for the AT child (repeat)
Contracts and independent study (repeat)
Critical thinking skills (repeat)
Creativity
Reading for the Gifted
Individualizing instruction with emphasis upon independent study techniques
Enrichment ideas for the regular classroom
Motivating the underachieving AT student - Part 2
Practical enrichment ideas for AT students
Think boxes
Synectics

IEP streamlining

Curriculum and materials development (several sessions)

AT program evaluation (several sessions)

The basic inservice steps should always be followed. The steps may be boring; but the results will be worth it.

Chapter 12 - Providing Other Services Related to Inservices

The inservice coordinator can aid teachers in ways other than inservice.

A teacher center of books and periodicals can provide ideas. The inservice coordinator can set up a library-type of system so that books can be circulated. The teachers, of course, must have a list of what is available. Appendix 4 lists the sources Neshaminy has purchased.

A newsletter can be most helpful. It provides a way of advertising upcoming inservices. The teachers can share with each other ideas and units that work. The inservice coordinator can provide teachers with current events regarding gifted children.

The coordinator could provide a list of college and university classes pertaining to gifted education. Time, place, fees, and a contact person should be included.

Many universities and colleges will work with the district to bring in an in-district graduate class in gifted education. The University of Pennsylvania brought a three-credit graduate class to Neshaminy for a considerable savings to the participants. The course was tailored to the teachers' needs. John Feldhusen (1977) outlines a good, basic graduate course in gifted education.

The coordinator can arrange for teachers to attend conferences. The coordinator can see that teachers get the time to visit other gifted teachers at work.

The coordinator can aid the administration by helping to evaluate the gifted program, assembling program brochures, etc. He/she can also work closely with county or state agencies.

The inservice coordinator can aid in curriculum development. He/she can also design individual learning modules for teachers.

Renzulli (1977) suggests two more coordinator activities. He/she may be able to video tape segments of exemplary teaching. These could be stored so that teachers could peruse them as time allows. Also, the coordinator could collect catalogues and descriptions of available materials. The coordinator may add a critique to the descriptions.

Chapter 13 - Summary

A program to provide inservice for teachers of academically talented students should spill over and aid in the education of all children. Nothing is sacred about those activities aimed at stretching the minds of gifted students. Average students' minds can use stretching; in fact, so can teachers'.

Inservice sessions should provide a model for teachers' lessons. The workshops should be active, exciting and stimulating. An inservice should facilitate teachers' growth so that educators can then share and grow with their students. As Roger Taylor (1977) would say, a teacher of academically talented children should be a "guide on the side" rather than a "sage on the stage."

Each session should be an integral part of the overall inservice program. Successful sessions should be repeated. In-depth sessions should follow overviews. The coordinator should meet teachers' needs, facilitating the learning of teachers.

A great deal of aid is available. Below you will find the names and addresses of helpful organizations.

Office of Gifted and Talented, USOE
Room 2100
7th and "D" streets, S.W.
Washington, D. C. 20202
(202) 245-2482

ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

National/State Leadership Training Institute
on the Gifted and Talented
316 West Second Street PH-C
Los Angeles, California 90012
(213) 489-7470

James Curry and Irving Sato (1977) summarize the services of N/S-LTI-G/T.

The Association for the Gifted (TAG)
The Council of Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

Today's gifted children should be among tomorrow's leaders and thinkers. They need help now from caring, growing people. Such adults should always be learning themselves. The inservice coordinator will probably not receive much praise, just as teachers are often overlooked. But then teachers and inservice coordinators are there for reasons other than fame and money.

Good luck.

Appendix 1

Needs Assessment Forms

Needs Assessment

Inservice for Teachers of Gifted Students

Mark those competencies most important to you.

_____ Knowledge of nature and needs of gifted.

_____ Skill in utilizing tests and test data.

_____ Skill in utilizing group dynamics.

_____ Skill in counseling and guidance of gifted.

_____ Skill in developing lessons in creative thinking.

_____ Skill in utilizing strategies such as simulation.

_____ Skill in providing learning opportunities at all levels of cognition.

_____ Skill in relating the cognitive and affective dimensions.

_____ Knowledge of new developments in gifted education.

_____ Knowledge of current research in gifted.

_____ Skill in conducting action research

Adapted from Sisk, D. (1975)

Eastern Montgomery County Consortium for Gifted and Talented Programs
Beverly Goodloe
Consortium Coordinator
August, 1976

What Can I Do for Gifted and Talented Learners: A Teacher Needs Assessment Survey

Because the classroom teacher is in the "front-line" of meeting the needs of all students, this instrument is an attempt to discover what helps you would like in the area of teaching gifted learners. Please rank your five highest informational or in-service priorities in this area by number. number one being highest, and star (*) any additional areas of concern.

___ Characteristics of Gifted and Talented Children.
___ Identification Criteria in Pennsylvania and Elsewhere.
___ Planning Gifted and Talented Programs, General.
___ Planning Gifted and Talented Programs, Elementary Level.
___ Planning Gifted and Talented Programs, Secondary Level.
___ Teaching Strategies Suitable for Gifted.
___ Evaluating and Accounting for Gifted Programs.
___ Research and Theory on Gifted Programs.
___ Preparing Instructional Materials for Gifted.
___ Helping Parents of Gifted Students.
___ Utilizing Community Resources for Gifted.
___ Counseling and Guiding Gifted Students.
___ Career Education for Gifted Students.
___ Grading - Yes or No for Gifted Students.
___ Affective Education for Gifted.
___ Teaching Gifted Valuing.
___ Teaching Gifted Through Physical Activity.
___ Cognitive Skills Training for Gifted.
___ Creativity for the Gifted.
___ Critical Thinking for Gifted.
___ Developing Independent Study Habits, Contracts for Gifted.
___ Leadership Development for Gifted.
___ Developing Opportunities in the Societal Domain.
___ Teachniques for Teaching Gifted in Heterogenous Settings.
___ Techniques for Teaching Gifted in Homogenous Settings.
___ Outdoor Education and the Gifted.

___ Teaching Gifted in Specific Subjects
(list desired content area _____)

___ Teaching for Multiple Talents.

___ Teaching the Aesthetically Gifted.

___ Dealing with the Atypical Gifted: Rural, Female, Highly Gifted, Economically Deprived, Culturally Different, Underachieving, Learning Disabled, Physically Handicapped.

___ Futuristics and Gifted Education.

___ Administrative Programming Decisions Effect on Gifted Students.

___ Simulations and Game Design for Gifted.

___ Communication and Media Education for Gifted.

___ Desirable Characteristics and Preparation for Teachers of the Gifted.

___ Informational Sources on Gifted Education.

___ State and Federal Impact on Local Gifted Programs.

___ Theory Into Practice: Familiarizing Teachers With Bloom's Taxonomies, Guilford's Structure of Intellect, William's Strategies, Taylor's Totem Poles, Meeker's SOI Profiles, Etc.

___ Kindergarten, Preschool Provisions for Gifted.

___ Acceleration vs. Enrichment.

___ Other (describe here _____).

Needs Assessment Survey

LINCOLN INTERMEDIATE UNIT #12
New Oxford, Pennsylvania

NEEDS ASSESSMENT SURVEY FOR INSTRUCTIONAL STAFF

(Directions: Please check all items according to your degree of interest.
Return this completed form to the administrative office.)

	Degree of Interest		
	None	Some	Much
1. Method of Motivating Students	___	___	___
2. Behavioral Objectives	___	___	___
3. Dealing with Individual Differences	___	___	___
4. New Grouping Patterns (Non-Graded School Team Teaching)	___	___	___
5. Teaching Critical Thinking Skills	___	___	___
6. Programmed Learning	___	___	___
7. Designing Independent Study Projects	___	___	___
8. Work-Study Programs	___	___	___
9. Career Education	___	___	___
10. Using Performance Objectives	___	___	___
11. Advanced Placement	___	___	___
12. Linguistics	___	___	___
13. Teacher Made Tests & Mechanical Scoring	___	___	___
14. Modern Math Workshop	___	___	___
15. Elementary Science (Experiment & Demonstration)	___	___	___
16. Seminar on Literature	___	___	___
17. Computer Programming (Course of Study)	___	___	___
18. Oral Communication	___	___	___
19. Education for Economic Competencies	___	___	___
20. Developmental Reading	___	___	___
21. English for Junior & Senior High Teachers (Develop a course of study)	___	___	___
56. Learning and Behavior	___	___	___
57. Behavior and Discipline in the Elementary School	___	___	___
58. The Open Space School	___	___	___
59. Language Arts (Elementary)	___	___	___
60. Elementary Library Facilities	___	___	___
61. Parent-Teachers Relations	___	___	___
62. Involving the Child in Social Studies (Elementary)	___	___	___
63. Involving the Child in Science (Elementary)	___	___	___
64. Personalizing Math (Elementary)	___	___	___
65. Music for Secondary Teachers	___	___	___
66. Orientations for New Teachers	___	___	___
67. The Psychology of the Disadvantaged Child	___	___	___
68. Classroom Management	___	___	___
69. Behavior Modification	___	___	___
70. Parliamentary Procedure	___	___	___
71. Home Economics	___	___	___
72. Special Education on Elementary Level	___	___	___
73. Special Education on Secondary Level	___	___	___
74. Guidance Workshop	___	___	___
75. Seminar in Your Subject Area	___	___	___
76. Adolescent Psychology in the Modern World	___	___	___
77. General Trends in Education	___	___	___

22. Audiovisual Aids Workshop (Teachers) ___ ___ ___
23. Audiovisual Aids Workshops (Teacher's Aides) ___ ___ ___
24. Negro History Workshop ___ ___ ___
25. Consumer Education in the Secondary Curriculum ___ ___ ___
26. New Directions in Social Studies ___ ___ ___
27. Outdoor Education Workshop ___ ___ ___
28. Ecology Workshop ___ ___ ___
29. Minicourses (In your field) ___ ___ ___
30. Music for Elementary Teachers ___ ___ ___
31. Seasonal Art Projects for Elementary Classroom ___ ___ ___
32. Public Library Resources ___ ___ ___
33. Selection & Evaluation of Audiovisual & other Instructional Media ___ ___ ___
34. Spanish for Teachers ___ ___ ___
35. Math for 1st & 2nd grade Teachers ___ ___ ___
36. Learning Disabilities (Identification & Remediation) ___ ___ ___
37. Social Studies for 5th & 6th grade Teachers ___ ___ ___
38. Art Workshop ___ ___ ___
39. Field Trips ___ ___ ___
40. Physical Education Specialties ___ ___ ___
41. School Library ___ ___ ___
42. Industrial Arts (All purpose) ___ ___ ___
43. Pupil Services ___ ___ ___
44. Speech Therapy ___ ___ ___
45. Driver Training (Rap Sessions) ___ ___ ___
46. Learning Center (Elementary) ___ ___ ___
47. Teaching English Composition ___ ___ ___
48. Modern Economics ___ ___ ___
49. Medical Seminar (Nurses) ___ ___ ___
50. Math Enrichment (Elementary) ___ ___ ___
51. Retirement & Social Security (Teachers of Retirement Age) ___ ___ ___
52. New Elementary Math Adoptions (Primary) ___ ___ ___
53. New Elementary Math Adoptions (Intermediate) ___ ___ ___
54. Early Childhood (Kindergarten Curriculum) ___ ___ ___
55. Teachers Legal Limitations & Liabilities in the School ___ ___ ___
78. Newspaper in the Classroom ___ ___ ___
79. Data Processing Seminar (Student attendance and grade reporting) ___ ___ ___
80. Teacher Made Training Aids ___ ___ ___
81. Rap Sessions in Your Subject Area ___ ___ ___
82. Creative Classroom (Display & Bulletin Boards) ___ ___ ___
83. Individualized Reading ___ ___ ___
84. Techniques of Teaching Slow Children ___ ___ ___
85. Instructional Materials ___ ___ ___
86. Instructional Games ___ ___ ___
87. Physical Education (Elementary) ___ ___ ___
88. Constructive Seat Work ___ ___ ___
89. Individualized Teaching & Learning (Elementary) ___ ___ ___
90. Involving the Child in Language Arts (Elementary) ___ ___ ___
91. Updating Courses of Study (In your field) ___ ___ ___
92. Community Resources ___ ___ ___
93. Effective Questioning ___ ___ ___
94. Interaction Analysis ___ ___ ___
95. Metric Measurement (International System) ___ ___ ___
96. Communications and Drug Abuse Seminar ___ ___ ___
97. Other Suggestions ___ ___ ___

Appendix 2 .

Inservices Neshaminy School District Conducted

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

WORKSHOP CONTENT

MIDDLE SCHOOL INSERVICE, AT PROGRAM
August 22-25, 1977
8:00-12:00

Prior to the beginning of the inservice each teacher will choose some unit for the AT student to develop. People may choose to work across disciplines or across grades. Those ideas will be submitted to Mrs. Marks so that she can gather any material that would prove useful for the participants. People will then apply what they learn from the inservice directly to their own units.

Monday Techniques for meeting the needs of AT students

Problem solving skills
Brainstorming (Synectics)
Ted Davis
Motivating the underachiever
Judy Stopper
Handouts regarding AT student characteristics and needs

Tuesday Differentiating and adapting the curriculum

On this day each participant will choose one of the topics and spend all morning there.
Individualizing for the academically talented child
Harold Whaling
Contracts and independent study
Harry Myrga
Critical thinking skills
Russ Paiko

Wednesday Teaching to higher thought processes

Tapping and sharing creativity and talent
Jim Hite
Higher level questioning
Beverly Goodloe

Thursday Developing units for AT students

Teachers will describe some of the activities they have done with their pupils.
Rest of day the teachers will develop units and share results.

DM/ajm

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

ELEMENTARY SCHOOL INSERVICE, AT PROGRAM

August 22 - 25, 1977

8:00 - 12:00

WORKSHOP CONTENT

Monday - Role of the classroom teacher, role of the resource room teacher and how to best use the talents of each other
Elizabeth Warshawer

Diagnostic Assessment

Writing IEP's

Methods of communication

Tuesday - Motivating the underachieving AT student
Issa Elston

Wednesday - Critical thinking skills
Jim Hite

Individualized learning programs
Marlene Celani

Contracts and independent study
Carolle Johnson and Kay Bates

Thursday - Developing ideas and materials for AT students

Resource room teachers and mainstreaming teachers will develop learning strategies for the AT student and share results.

DM/ajm

Appendix 3

Inservice Evaluation Forms

EVALUATION IN-SERVICE EDUCATION PROGRAMS

DON MEANS
Clarion State College, Clarion, Pennsylvania 16214

YOUR INSERVICE DAY

HOW DO YOU KNOW WHEN YOUR INSERVICE PROGRAM HAS BEEN SUCCESSFUL? MET ITS OBJECTIVES? Too often administrators and teachers don't know how to evaluate inservice programs either because of a lack of commitment concerning evaluation or lack of expertise. Accountability in education, which the public is increasingly demanding, is as important in inservice programs as in the day-to-day instructional offerings. An instrument need not be complex to provide feedback information about an inservice program. The intent of this article is to provide administrators and teachers with checklists which may be used for evaluating inservice programs. The following checklists may be modified or used in toto.

THE FOLLOWING CHECKLIST MIGHT BE USED WHEN CONSULTANTS ARE BROUGHT INTO THE SCHOOL FOR SPECIFIC SESSIONS

CONSULTANT CHECKLIST

Directions: Following is a list of inservice consultants. Please rate their overall presentation relative to impact, content, delivery, etc., by circling your response.

1. Consultant X	Excellent	Good	Fair	Unsatisfactory
2. Consultant Y	Excellent	Good	Fair	Unsatisfactory
3. Consultant Z	Excellent	Good	Fair	Unsatisfactory

MANY TIMES FACTORS THAT SEEM INSIGNIFICANT HAVE TREMENDOUS EFFECT ON THE INSERVICE PROGRAM

OTHER FACTORS THAT INFLUENCED THE INSERVICE DAY

Directions: Please check your response to the following questions.

1. Small group discussions were:
   Excellent____ Good____ Fair____ Unsatisfactory____
2. Coffee breaks were:
   Excellent____ Good____ Fair____ Unsatisfactory____
3. The time provided for me to ask questions was:
   Excellent____ Good____ Fair____ Unsatisfactory____
4. The time schedule of the inservice day was:
   Excellent____ Good____ Fair____ Unsatisfactory____
5. The materials brought or used by consultant X, Y, or Z were:
   Excellent____ Good____ Fair____ Unsatisfactory____

THE FOLLOWING CHECKLIST PERMITS TEACHERS TO RESPOND TO THE IMPACT AN INSERVICE DAY HAS HAD ON THEIR METHODS AND MATERIALS. THIS CHECKLIST MIGHT ALSO BE USED BY TEACHERS FOR THE PURPOSE OF SELF-ASSESSMENT

INSERVICE PARTICIPANTS OPINION CHECKLIST

Directions: Please express your opinion to the following questions by placing an X in the appropriate column.

	Not at All	Very Little	Some	Considerably
1. How much has the inservice day contributed to your ways of varying your instructional patterns?	___	___	___	___
2. How much has the inservice day contributed to your knowledge of additional materials for use in your classes?	___	___	___	___
3. To what extent has the inservice program stimulated a reevaluation of your teaching goals?	___	___	___	___
4. To what extent has the inservice program contributed to your knowledge of how to design skills instruction for actual needs of your students?	___	___	___	___
5. How much have you gained in your knowledge of special instructional techniques which can be utilized in your classes?	___	___	___	___
6. How much has the inservice program increased your knowledge of ways to utilize children's existing interests to build involvement in your classes?	___	___	___	___
7. To what extent has the inservice program motivated you to spend more time in preparing for your classes?	___	___	___	___
8. How much has the inservice program contributed to your awareness of ways of providing for individual differences?	___	___	___	___
9. To what extent has the inservice program contributed to your understanding of means of evaluating individual progress within your classes?	___	___	___	___

ANOTHER POSSIBLE METHOD OF DETERMINING THE EFFECTIVENESS OF AN INSERVICE PROGRAM IS AN OPEN-ENDED QUESTIONNAIRE

INSERVICE OPEN-ENDED QUESTIONNAIRE

General Estimate of the Inservice Program

Please be frank in giving a statement of your feelings about the inservice day as its meeting your needs, its shortcomings, its failures, and its strengths.

Plans

If we plan additional inservice days this year, what would be your suggestions as to what should be included?

Recommendations

What consultant would you recommend for an inservice day?

PERHAPS THE QUICKEST WAY OF OBTAINING FEEDBACK ABOUT AN INSERVICE DAY IS A ONE-STATEMENT QUESTIONNAIRE WHICH MIGHT READ AS FOLLOWS

Directions: Rate the entire inservice day as compared to other inservice activities or programs you have attended by circling the most appropriate descriptor.

Excellent **Good** **Fair** **Unsatisfactory**

One of the important rules to remember in using any of these questionnaires is to permit the respondents to remain anonymous.

It should be noted that these questionnaires are not a panacea; but, hopefully, some of these may spark teachers and administrators to reexamine inservice programs.

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FRESNO UNIFIED SCHOOL DISTRICT

Professional School Personnel Evaluation of Course Content and Field Experiences Pursuant to Education Code Article 3.3, Section 13[illegible].

Name _____

School _____

Title of Course or Inservice Topic _____

Instructor(s) _____

Hours _____ Credit _____

1. Was coverage of important aspects of history, culture, or current problems of social/ethnic groups in the United States of value in your work? _____ (Please explain) _____

2 Was subject matter and/or instruction at a level appropriate to the professional needs of school staff? _____ (Please explain) _____

3. In the case of courses in arts or humanities, was a connection made between social/historical influences related to race/ethnicity and the development of forms and ideas? _____ (Please explain) _____

4. In the case of courses in educational methods or skills, was there an emphasis on meeting the special needs of racial/ethnic minority students? _____ (Please explain) _____

5. Where appropriate, were there practical applications or field experiences involving contacts with minority people and institutions?

_____ (Please explain) _____

51

30

6. Suggestions for improving this course or inservice session:

_____

_____

_____

_____

_____

7. Comments: _____

_____

_____

_____

Form is to be completed at end of course or inservice session and turned in to the principal or department head.

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Fresno Unified School District
2348 Mariposa Street
Fresno, CA 93721

Appendix 4

List of Materials for Teacher Use

Neshaminy School District

List of Materials: Teacher Resource Center

Biondi, A. M. The Creative process. Buffalo, New York: D.O.K. Publishers, Inc., 1972.

Blake, J., & Ernst, B. The great perpetual learning machine. Boston, Mass.: Little, Brown & Co., 1976.

Broome, E. Educating for the future: 21st century teaching. Raleigh, North Carolina: Governor's School Teacher Training Institute, 1973.

Cardozo, P. The second whole kids catalog. New York: Bantam Books, 1977.

Cooperman, B. R., Hochstetter, R., & Fischle, M. J. Teacher let me do it: Learning centers that grow. Buffalo, New York: D.O.K. Publishers, Inc., 1975.

Delp, J. L., and Martinson, R. A. The gifted and talented: A handbook for parents. Ventura, California: Ventura County Superintendent of Schools Office, 1975.

East Whittier City School District - Creative prescriptions unlimited. Separate books for grades one and two, three and four, five and six.

Eberle, R. F. Classroom cue cards. Buffalo, New York: D.O.K. Publishers, Inc., 1974.

Eberle, R. F. Scamper: Games for imagination development. Buffalo, New York: D.O.K. Publishers, Inc., 1977.

Gallagher, J. J. Research summary on gifted child education. Springfield, Illinois: Department of Program Development for Gifted Children, O.S.P.I., 1966.

Gallagher, J. J. Teaching the gifted child. Boston: Allyn and Bacon, Inc., 1975.

The Gifted Child Quarterly. American Association of Gifted Children. New York, New York.

Gregory, C. E. The management of intelligence: Scientific problem solving and creativity. Long Beach, California: Hwong Publishing Co., Inc., 1974.

Henson, F. O. Mainstreaming the gifted. Austin, Texas: Learning Concepts, 1976.

Kanigher, H. Everyday enrichment for gifted children at home and school. Ventura, California: Ventura County Superintendent of Schools Office, 1977.

Koberg, D., & Bagnall, J. The universal traveler. Los Altos, California: William Kaufmann, Inc., 1976.

Martinson, R. The identification of the gifted and talented. Ventura, California: Office of the Ventura County Superintendent of Schools, 1974.

McElroy, J. L. Handbook for principals and teachers of secondary programs for the gifted. San Diego: San Diego Schools, 1973.

McKay, R. H. Handbook for principals and teachers of elementary programs for the gifted. San Diego: San Diego Schools, 1973.

Memphis City School System. Why doesn't an igloo melt inside? Memphis, Tennessee: Title III Grant, 1973.

Meredith, P., & Landin, L. 100 activities for gifted children. Belmont, California: Fearon Publishers, 1975.

National Council of States on Inservice Education. An annotated bibliography on inservice. Syracuse, New York: Syracuse University.

National/State Leadership Training Institute on the Gifted and Talented. A new generation of leadership. Ventura, California: Ventura County Superintendent of Schools Office.

Nicholson, A. M., Joyce, B. R., Parker, D. W. & Waterman, F. T. ISTE Report III: The literature on inservice teacher education. Syracuse, New York: The National Dissemination Center, Syracuse University.

Parnes, S. J. Creativity: Unlocking human potential. Buffalo, New York: D.O.K. Publishers, Inc., 1972.

Philadelphia Suburban School Study Council. Improving programs for the gifted: A handbook for teachers, administrators and laymen. Philadelphia: University of Pennsylvania, 1965.

Rowe, W. Nature fantasies: A coloring book. New York: Dover Publications, Inc., 1977.

Schwartz, L. Puzzle parade. Santa Barbara, California: The Learning Works, 1976.

Sisk, D. Teaching gifted children. South Carolina: Title V, Section 505 Project.

Stallard, E., & Ingram, K. Rx for gifted. Ontario, California: TEK Educational-Psychological Distributors, Inc., 1977.

State of Minnesota. Suggested solutions to problems teachers encounter with their gifted students. Minnesota: Department of Education, 1972.

Teaching Gifted Children. Croft-NEI. Waterford, Connecticut

Tomsich, B. The all NEW kid-tested activities for classroom learning stations. Castle Rock, Colorado: Bob Tomsich Products, 1978.

Tomsich, B. Ideas with 'bite'. Castle Rock, Colorado: Bob Tomsich Products, 1978.

Tongue, C. & Sperling, C. Gifted and talented: An identification model. Raleigh, North Carolina: Division for Exceptional Children, Department of Public Instruction, 1976.

Williams, F. E. Classroom ideas for encouraging thinking and feeling. Buffalo, New York: D.O.K. Publishers, 1970.

Wurman, R. S. Yellow pages of learning resources: Objectives, principles and curricula for programs in the education of mentally gifted minors...kindergarten thru grade twelve. Can be obtained from Dr. Marvin Gold, Chairman, Department of Special Education, College of Education, University of South Alabama, Mobile, Alabama, 1972.

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Bloom, B. S. (ed.). Taxonomy of educational objective, handbook I: Cognitive domain. New York: David McKay Co., Inc., 1956.

Boston, B. O. Starting a gifted program. In Gifted and talented: Developing elementary and secondary school programs. Reston, Virginia: Council for Exceptional Children, 1975.

Bray, J. L. Characteristics of g/c/t teachers. G.C.T., 1979, 6, 50.

Brimm, J. L., & Tollett, D. J. How do teachers feel about in-service education? Educational Leadership, 1974,31, 521-525.

Bruch, C. B., & Torrance, E. P. Reaching the creatively gifted. National Elementary Principal, 1972, 51, 69-75.

Bush, R. N. Curriculum-proof teachers. In L. J. Rubin (Ed.), Improving inservice education: Proposals and procedures for change. Boston: Allyn and Bacon, 1971.

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Feldhusen, J. Meeting the needs of gifted children and teachers in a university course. Gifted Child Quarterly, 1977, 21, 195-200.

Feuerstein, A. Teacher center for teachers of the gifted. Science and Children, 1979, 16, 42-43.

Fitzgerald, T. P., & Clark, R. M. Process evaluation for inservice training. Paper presented at the Annual National Reading Conference Kansas City, December, 1974.

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Gallagher, J. J. Teaching the gifted child. (2nd ed.) Boston: Allyn and Bacon, Inc., 1964.

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Gear, G. H. Accuracy of teacher judgment in identifying intellectually gifted children: A review of the literature. Gifted Child Quarterly, 1976, 20, 478-489.

Guilford, J. P. The nature of human intelligence. New York: McGraw-Hill Book Co., 1967.

Hertz, L. Getting started on how to educate gifted students: A workshop planning guide. Reston, Virginia: Council for Exceptional Children, 1977.

Heyl, H. H. Curriculum adaptations for the gifted. Albany: New York State Department of Education, 1958.

Hoepfner, R. et al. CSE-RBS Test Evaluation. Los Angeles: University of California, 1972.

Kellmer Pringle, M. L. Able misfits: The education and behavior difficulties of intelligent children. London: Longman Group Limited, 1970.

Kueter, R., & Froyen, L. Inservice model for professional development. Inservice. Syracuse, New York: National Council of States on Inservice Education, March, 1978, 5, 11.

Lanza, L. G., & Vassar, W. . Designing and implementing a program for the gifted and talented. National Elementary Principal, 1972, 51, 50-55.

Lawrence, G. et al. Patterns of effective inservice education: A state of the art summary of research on materials and procedures for changing teacher behaviors in inservice education. Report prepared for the State of Florida, Department of Education, 1974.

Liddle, G. Overlap among desirable and undesirable characteristics in gifted children. Journal of Educational Psychology, 1958, 49, 219-223.

Maker, C. J. Training teachers for the gifted and talented: A comparison of models. Reston, Virginia: Council for Exceptional Children, 1975.

Marland, S. P., Jr. Education of the gifted and talented. 2 vols. Washington, D. C.: U. S. Government Printing Office, 1971.

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